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ABSTRACT

This content analysis schedule for the Bilingual Program of Laredo, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. (SK)

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Proj # 164
LAREDO, Texas

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

Data Verified by Project

ED 072709

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

✓ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation		May 5, 1971 included in 3rd yr Continuation	
Final evaluation			
Pre-audit			
Interim audit		April 5, 1971 included 3rd yr Continuation	
Final audit		July 15, 1971 Rcvd Oct 1, 1971	

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Project Best
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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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2.0 FUNDING
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Developed by Marietta Saravia Shore
Coordinator, BEARU

Bilingual Education Applied Research Unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 164

DATA VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant ALAN EHRLICH / ms share Date FEBRUARY, 1972

0.2 Name of Project BILINGUALISM FOR CONCEPTUALIZATION OF LEARNING

0.3 Address of Project LAREDO I.S.D.
1702 HOUSTON STREET

0.4 LAREDO, TEXAS 78040

.05 STATE 0.5 25

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	✓25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
✓97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 N.A.

2.3 Prior bilingual program involved: 2.3 N.A.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 N.A.

1-local	4-university
2-state	5-federal (specify).....
3-foundation	6-other (specify).....

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

0.2 Name of Project BILINGUALISM FOR CONCEPTUALIZATION OF LEARNING

0.3 Address of Project LAREDO I.S.D.
1702 HOUSTON STREET

0.4 LAREDO, TEXAS 78040

.05 STATE 0.5 25

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	✓25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

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2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 N.A.

2.3 Prior bilingual program involved: 2.3 N.A.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 N.A.
1-local 4-university
2-state 5-federal (specify).....
3-foundation 6-other (specify).....

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 2
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

(BY 4th YEAR, K ALSO)
(BY 4th YEAR, 7th ALSO)
(BY 5th YEAR, 8th ADDED)

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1,4
✓1-local ✓4-federal (specify) TITLE I
2-state 5-other (specify) .....
3-university

(C '71 - p.17)

2.8 Total Title VII grant (first year only) 2.8 $ 76,500

2.9 Total funds for concurrent program(s) cooperating with Title VII 2.9 $ 90,500 (2nd yr)
$ 98,273 (3rd yr)

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: 3.0 0
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 2

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 347 (REVISED)
B. Second year B 338
C. Third year C 330

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK ____ TOTAL NO. students PS and K	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B ____ TOTAL students gr. 7-9	

1-grade 1	2
2-grade 2	2
3-grade 3	2
4-grade 4	2
5-grade 5	2
6-grade 6	
A 338 TOTAL students gr. 1-6	

10-grade 10	
11-grade 11	
12-grade 12	
C ____ TOTAL students gr. 10-12	

(50 K students subtracted from total, since not included in 2nd year.)

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 320 MEXICAN-AMERICAN	II E-Dom - NEMT: 12
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 6

5.0

		No.	%
NE dom N-EMT	I	320	95-9%
E dom NEMT	II_1	12 (EST)	3-4%
E-Dom EMT	II_2	6	1-2%
Total E-Dom II= II_1 + II_2		18	5%

I Total Non-English Dominant: 320
II Total English Dominant: 18
(MINUS 50 K students not included by 2nd year)

4.3 Grade level of students in program, number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK	TOTAL NO. students PS and K
1-grade 1	2
2-grade 2	2
3-grade 3	2
4-grade 4	2
5-grade 5	2
6-grade 6	
A 338	TOTAL students gr. 1-6
7-grade 7	
8-grade 8	
9-grade 9	
B	TOTAL students gr. 7-9
10-grade 10	
11-grade 11	
12-grade 12	
C	TOTAL students gr. 10-12

(50 K students subtracted from total, since not included in 2nd year.)

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 320 MEXICAN-AMERICAN	II E-Dom - NEMT: 12
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 6

5.0		No.	%
NE dom N-EMT	I	320	95%
E dom NEMT	II_1	12 (EST)	3-4%
E-Dom EMT	II_2	6	1-2%
Total E-Dom II= II_1 + II_2		18	5%

I Total Non-English Dominant: 320

II Total English Dominant: 18

(Minus 50 K students not included by 2nd year)

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1		%	
A2 Cherokee	A2		%	
A3 Other (specify)	A3		%	
A TOTAL No. of American Indian A		N.A.	%	
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	332	98 %	
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B	332	98 %	
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-ENT target students		332	98 %	

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	E1		%	
E2	E2		%	
II TOTAL number of ENT students other than target population		6	2 %	

5.4 Students' native language or mother tongue if DIFFERENT from dominant language 5.4 1

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	SPANISH	12	4%
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent			
Number	%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%

B1 [illegible]	B1 332	98 %	.....
B2 Puerto-Rican	B2	..... %	.....
B3 Cuban	B3	..... %	.....
B4 Other Spanish-American (specify)	B4	..... %	.....
(B) TOTAL No. of Spanish-speaking Americans	B 332	98 %	.....
C Portuguese-American	C	..... %	.....
D Franco-American	D	..... %	.....
F Chinese-American	F	..... %	.....
G Eskimo	G	..... %	.....
H Russian	H	..... %	.....
J Other	J	..... %	.....
I TOTAL number of N-ENT target students	332	98 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	E1	..... %	.....
E2	E2	..... %	.....
II TOTAL number of ENT students other than target population	6	2 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 1

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	SPANISH	12	4%
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
(E)	18	English	5%	4 →	....	22%	....	2	11%	12	67%
A	.....	American Indian	...	....	....	....	....	....	....	....	....
A1	.....	Navajo	...	....	....	....	....	....	....	....	....
A2	.....	Cherokee	...	....	....	....	....	....	....	....	....
A3	.....	Keresan	...	....	....	....	....	....	....	....	....
A4	.....	Other (spec.)	...	....	....	....	....	....	....	....	....
(B)	320	Spanish	95%	50 →	....	16%	....	20	6%	250	78%
C	.....	Portuguese	...	....	....	....	....	....	....	....	....
D	.....	French	...	....	....	....	....	....	....	....	....
F	.....	Chinese	...	....	....	....	....	....	....	....	....
G	.....	Eskimo	...	....	....	....	....	....	....	....	....
H	.....	Russian	...	....	....	....	....	....	....	....	....
J	.....	Other (spec.)	...	....	....	....	....	....	....	....	....

5.6 Recruitment of Students: 5.6 3
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary

5.7 Proportion of EMT pupils in project area: see Chart C 5.7 57%
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 1
0 - not specified
1 - inner city-ghetto (I.P. - p.18)
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 95%
B. Average family income, if mentioned B. under $3,000
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 N.S.
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 0 0/0
(Indicate specific percent) (C '71-p.18)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1, 2
II 1, 2
(FOR TEACHERS ONLY. I.P. - p.21)

	I for N-EMT group	II for EMT group
1 was made	✓	✓
2 will be made	✓	✓
0 not mentioned		

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 3, 2, 1
II 3, 2, 1

	I N-EMT	II EMT
1 parents	✓	✓
2 children	✓	✓
3 teachers	✓	✓
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check: A ✓ parents, B ✓ children, C ✓ teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A 1, 2, 3, 4, 5, 6, 7, 8
B 1, 2, 3, 4, 5, 6, 7, 8
C 1, 2, 3, 4, 5, 6, 7, 8

USE NON-ENGLISH LANG. USE ENGLISH

0 - not specified
✓1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.0 1
(I.A. - p.18)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)
B. Average family income, if mentioned
n.s. - not specified

5.9 A. 95%
B. under $3,000

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.10 N.S.

5.11 Proportion of migrant students in project (Indicate specific percent)
n.s. - not specified

5.11 0%
(C '71 - p. 18)

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for N-EMT group	II for EMT group
1 was made	✓	✓
2 will be made	✓	✓
0 not mentioned		

6.1 I 1, 2
II 1, 2

(FOR TEACHERS ONLY.)
I.A. - p.21

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

	I N-EMT	II EMT
✓ 1 parents	✓	✓
✓ 2 children	✓	✓
✓ 3 teachers	✓	✓
4 community		
5 others (specify)		

6.2 I 3, 2, 1
II 3, 2, 1

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C ✓ teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always

6.3 A 1, 2, 3, 4, 5, 6, 7, 8
B 1, 2, 3, 4, 5, 6, 7, 8
C 1, 2, 3, 4, 5, 6, 7, 8

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home	✓	✓	✓	✓	✓	✓	✓	✓
2 Church	✓	✓	✓		✓	✓	✓	✓
3 School	✓	✓	✓	✓	✓	✓	✓	✓
4 Work	✓	✓	✓	✓	✓	✓	✓	✓
5 Socializing	✓	✓	✓	✓	✓	✓	✓	
6 Neighborhood	✓	✓			✓	✓	✓	
7 film-TV-radio	✓	✓			✓			
8 Magazines, news	✓	✓	✓		✓		✓	
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 3 II 3

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
(3)-assessed by informal means (specify how)	✓	✓
4-not mentioned	____	____

1-Staff adapted Inter-American Reading Test into Listening Tests 3 - - - 2 - - - 1 - - - 0

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0 one
An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 N.A.
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 N.A.
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 1
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 3
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) Refinement of early survey instrument & some (visits), indirect measures (inferred)

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 1
0-not mentioned (IN THE DEVELOPMENT OF PRESERVICE & IN-SERVICE STAFF TRAINING PROGRAM. —

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

✓ Language dominance not specified
✓ Mother tongue not specified
✓ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 N.A.

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 N.A.

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 1

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) Refinement of early survey instrument & home visits, indirect measure (inferred) — 6.9 3

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) (IN THE DEVELOPMENT OF PRESERVICE & IN-SERVICE STAFF TRAINING PROGRAM. —
0-not mentioned — 6.10 1

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

✓ Language dominance not specified
✓ Mother tongue not specified
✓ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I E Dom. NEMT	N= 1	N=
II E Dom EMT	N= 1	N=
II_1 E Dom NEMT	N=	N= 14

A Total Number Monolingual: 2
B Total Number Bilingual: 14

Total Number of Teachers N = 16

(C-AMENDED-p.4)

7.1

	N	%
I A	1	6%
I B		
II A	1	6%
II B		
II_1 A		
II_1 B	14	88%
A	2	12%
B	14	88%
N →	16	100%

(2 K TEACHERS NOT COUNTED, SINCE THERE WAS NO K IN 2nd YEAR)
However, there were 2 6th grades, 4 Resource teachers or specialists - A Total of 16 Teachers.

2. Classroom Usage

3. Pupil Questionnaire

4. Verbal Responses on Learning Tasks

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box) NUMBER REDUCED, N2 and 4/YR TO 3.
__ Language dominance not specified
__ Mother tongue not specified
__ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II E Dom N-EMT		3

7.2	No.	%
I A	N.A.	—
I B	"	—
II A	"	—
II B	"	—
II A	"	—
II B	3	—
A		—
B	3	—
N	3	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
	3	3

7.3 Language(s) used by bilingual teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

II E Dom EMT		II A	"
		II B	"
II E Dom N-EMT		II A	"
		II B	3
	3	A	
		B	3
		N	3

A Total Number Monolingual — B Total Number Bilingual: 3 — N Total Number of aides or paraprofessionals: 3

7.3 Language(s) used by bilingual teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-O-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

O-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: (Mark all that apply) 7.4 2

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-O not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

O-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
Mex Amer	14	88%	3	3	100%		Mex-Amer	1	50%
O. Span Amer	1	6%				O. Span Amer		1	50%
Anglo Amer	1	6%							

O-not specified

Key-
1- Mexican American
2- Other Spanish Speaking American
3- Anglo American

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____ and % ____ of total N-EMT teachers.

7.6 No. 12 % 75%

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A 4 — B 4 —

7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, if given)

7.8 — no.'s 2, 3, 4, 5, 6, 7, 8, 9, 14, 15

n.s.-qualifications not spcified
0-previous courses not specified

1. ____ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. 6 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. 1 previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. 12 previous teaching in local area
5. 10 courses in N-EMT language structure and usage
6. 14 courses in N-E literature
7. 2 content (e.g. Social Studies) courses learned through N-EMT
8. 8 any previous education through N-EMT
9. 12 courses in teaching ESL
10. ____ courses in methods of teaching N-EMT language
11. ____ courses in methods of teaching content (e.g. math) in N-EMT
12. ____ certification in ESL
13. ____ certification in teaching N-EMT
14. 10 cross cultural courses
15. 14 courses in the cultural heritage, values, deep culture of N-EMT
16. ____ other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A 1, 2, 3, 4, 5, 6
B 5, 6

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	____	____
1-English as their second language	1	____
2-The teaching of English as a second language	1	____
3-L as their second language	1	____

(CONTINUED-p.20)

5-more
0-not specified

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) 7.8 ___ no.'s 2, 3, 4, 5, 6, 7, 8, 9, 14, 15

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. 6 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. 1 previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. 12 previous teaching in local area
5. 10 courses in N-EMT language structure and usage
6. 14 courses in N-E literature
7. 2 content (e.g. Social Studies) courses learned through N-EMT
8. 3 any previous education through N-EMT
9. 12 courses in teaching ESL
10. ___ courses in methods of teaching N-EMT language
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL
13. ___ certification in teaching N-EMT
14. 10 cross cultural courses
15. 14 courses in the cultural heritage, values, deep culture of N-EMT
16. ___ other qualifications, specify

8.0 STAFF DEVELOPMENT 8.1 A 1, 2, 3, 4, 5, 6
B 5, 6

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	✓	
1-English as their second language	✓	
2-The teaching of English as a second language	✓	
3-X as their second language	✓	
4-The teaching of X as a second language	✓	
5-Methods of teaching other academic subjects	✓	✓
6-Methods of teaching other academic subjects in X language	✓	✓

(C-AMENDED-p.20)

8.2 Stated goals of teacher training are: 8.2 I 5, 6, 9, 10, 4, 7, 8, 11 II 5, 6, 9, 10, 4, 7, 8, 11

	Students I N-EMT	II EMT
1-Understanding of socio-cultural values and practices of ___		
2-Cross-cultural training ___		
3-Sensitivity to ethnocentricism and linguistic snobbery ___		
4-Awareness of the social-emotional development of ___	✓	✓
5-Strategies for accomodating the different learning styles of ___	✓	✓
6-Strategies for cognitive development of ___	✓	✓
7-Strategies for reinforcing the self-esteem of ___	✓	✓
8-Methods of cross-cultural teaching or teaching the bicultural component ___	✓	✓
9-Formulation of pupil performance objectives ___	✓	✓
10-Methods of evaluation of pupil performance objectives ___	✓	✓

(C-AMENDED-p.20)

List specific courses if given (or Xerox and attach)

(SEE XEROX ON OPPOSITE PAGE; I.A.-p.9,23)

BILINGUAL EDUCATIONAL PHILOSOPHY 7a, b ✓ ✓

#21 - MICRO-TEACHING

80 Staff Development

Title III training program (48 LISD teachers in groups of 12 each) has provided the project leaders an opportunity to learn first hand of respective abilities, skills and interests. It has also provided an opportunity for effective use of outside consultants and specialists. In Title VII it is proposed to continue and intensify the use of small group training and the use of experts who are to have continued roles of guidance and leadership in the program.

Specifically the expected outcomes of the training are:

1. Provide an opportunity for the teachers to evaluate their changing roles in bilingual education.

2. Aiding teachers and the total staff in gaining new skills and keeping up to to date in subject matter and subjective and objective measurements.

3. To aid the total school staff in understanding and using new methods and materials, including objective tests and proper interpretation of test results.

4. Helping teachers to develop greater skill in providing activities which foster rational thinking rather than rote learning on the part of their pupils.

5. To help teachers become better able to find, develop, compile and adapt materials of specific relevance and interest to their bilingual pupils.

6. To stimulate the total school staff to analyze problems, develop new strategies and seek solutions.

7. To provide background, research findings and other pertinent information, and to enable teachers and staff to be more adequate in meeting local needs.

8. To encourage research and the application of findings.

9. To provide information, objectives, and services of other agencies.

10. To provide training in parental, neighborhood, community relations.

11. To provide training in the use of diagnostic tests and interpretation of test results.

12. To provide training in methods, procedures, and value of subjective evaluation processes.

F. Evaluation-assessment and accountability

Continuous evaluative processes are planned including objective and subjective measures, parental and community interest and support. Specific measurable objectives are to be established for each desired outcome in both pupil growth and teacher development and these are regarded as inseparable thrusts in our situation. It is planned to involve community leaders as well as parents in the total evaluative process and such involvment should increase during the project years.

PHASE IV

PRESERVICE TRAINING Aug. 4 - 22

A. Purposes

1. Understanding of bilingualism
2. Improving bilingual teaching skills
3. Preparation of curriculum plans for first six weeks of school
4. Initiating a program of selfimprovement of language skills
5. Exploring new ways of approaching teaching:
   a) Team teaching
   b) Teaching for creativity
   c) Programmed techniques in teaching
   d) Second Language teaching
   e) Enlisting parent cooperation in problems solving learning

B. Activities

1. Sensitivity Training
2. Preparation of listening tapes in both languages
3. Transparencies - preparation of and simulated teaching situation
4. Locating community resources - developing plans for utilization
5. Simulated teaching situations
   a) Team teaching
   b) Creative approach
   c) Programmed instruction
   d) English as a second language
   e) Spanish as a second language
   f) Parent-teacher conferences
6. Analysis of classroom management
7. Analysis of evaluation of classroom activities
8. Creative Expression
   a) Art
   b) Music
   c) Drama
   d) Dance
9. History and culture of area study
10. Adaption of existing teaching materials and trying out new ones

C. Expected Outcomes

1. Series of units of study to begin first six weeks of school
2. A systematic effort to improve language proficiency has been started by each teacher
3. The beginning of an attitude of commitment to bilingual education of the part of each teacher
4. The beginning of a freer communication between project teachers and parents of the community where they teach
5. Greater feeling of confidence enthusiasm in beginning to teach in the fall
6. Increased acceptance of the teacher for self-appraisal
7. Developing a team approach to the bilingual program that includes Project VII Staff, LISD teachers, administrators, pupils and their parents.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1, 2, 3, 4, 5, 6, 7.

✓1-courses
✓2-experiential, teaching supervised by master teacher
✓3-workshops where teachers offer suggestions to each other
✓4-use of video-tapes of teachers for feedback on how they are doing (C-AMENDED-p.21)
✓5-cross-cultural sensitivity training, t-groups - INTERPERSONAL GROUPS
✓6-interaction analysis (e.g. Flanders system) (C-AMENDED-p.14)
✓7-other (specify)
DEMONSTRATION LESSONS

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1 (C-AMENDED-p.21)

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1
How? (specify) _____

8.6 Paraprofessional's role: 8.6 1, 2, 3, 4

(1)-teaching whole class
(2)-teaching small groups
(3)-tutoring individually
(4)-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1, 2, 3, 9 B 1, 2, 3,

	A for teachers	B for aides
0-not specified		
✓1-University faculty	✓	✓ (I.P.-p.8)
✓2-project's Master Teachers	✓	✓
✓3-project's teachers	✓	
✓4-other (specify)	✓	

9- T.E.A. (C-AMENDED-p.20)

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	3	NS
2	3	NS
3	—	—

1-bilingual
2-bicultural
3-N-NT (specify background)

8.9 Training is provided: 8.9 1, 2 (I.P.-p.23,26)
✓1-during a summer session
✓2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 2 B 5 10 6 _____ 7 _____

A	B (indicate no. of hours)
1-approximately equivalent to a college course	5 10 weekly
✓2-more than one course	6 _____ monthly
3-less than one course	7 _____ bi-monthly
4-other (specify) _____	

(C-AMENDED-pp.20,21)

8.11 Number and Proportion of teachers attending training: 8.11 no. 16 % 100%
or: if specified descriptively, indicate: (C-AMENDED-p.20)

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 1
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 1,2,3,4

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1,2,3, 9 B 1,2,3,

	A for teachers	B for aides
0-not specified		
1-University faculty	✓	✓ (I.P.-p.8)
2-project's Master Teachers	✓	✓
3-project's teachers	✓	
4-other (specify)		
9- T.E.A.	✓ (C-AMENDED-p.20)	

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1	3	NS
2	3	NS
3	—	—

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: — 8.9 1,2 (I.P.-p.23,24)
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 2 B 5 10

A / -approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 10 weekly
6 _____ monthly
7 _____ bi-monthly

(C-AMENDED-pp.20,21)

8.11 Number and Proportion of teachers attending training: — 8.11 no. 16 % 100% (C-AMENDED-p.20)

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%

or: if specified descriptively, indicate:
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 4,5,6,7
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

(INF.-I.P.-p.22)

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) .....

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) .....
9- CURRICULUM SPECIALISTS
20 TUTOR CORPS COORDINATOR

10.1 1, 3

10.2 1, 4, 5, 9, 20 (I.P.-pp. 23, 31) (C-AMENDED-p. 14, 16, 87)

10.3 Average number of pupils per class:
0-not specified

10.3 30

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1 per 4 cl.

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1 per 4 cl.

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by:
3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1, 2, 5, 7, 3, 4 (C-p. 7) (I.P.-p. 19)

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

See Xerox Copy 9a

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)
0-not specified how long
1-as the alternative language of learning for as long as desired
2-as the medium of instruction for special subject matter (e.g. cultural heritage)
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

	I	II	II_1
	.E DOM NEMT	E DOM EMT	E DOM NEMT
1	✓	✓	✓
2	.....	.....	.....
3	.....	.....	.....

11.1 I 1
II 1
II_1 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

11.2 thru university for pupils desiring it.

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1 per 4 cl.
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1 per 4 cl.
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1, 2, 5, 7, 3, 4

✓1-individually
✓2-in small groups
0-not specified

by: ✓3-teacher
✓4-special remedial teacher
✓5-paraprofessional
6-parent tutor
✓7-older student tutor
8-peer tutor
9-not specified
10-no special help given

(C-p.7)

(I.A.-p.19)

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

See Xerox Copy 9a

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I E DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	✓	✓	✓
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	.....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	.....	.....	.....

11.1 I 1
II 1
II_1 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 thru university for pupils desiring it.

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 1
code: C= N.A. (if no EMT) II 1
II_1 1

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	..	..	..	✓	..	..	..	..	..	..	..	..	..	..	..
II E DOM	..	..	..	✓	..	..	..	..	..	..	..	..	..	..	..
II_1 E DOM/NEMT	..	..	..	✓	..	..	..	..	..	..	..	..	..	..	..

(BY 4th YEAR, 2nd LANG LEARNING WILL BE INTRODUCED IN K- AND EXTENDED THRU 7th - IN 5th YR. INTO 8th -

Question 11.0

2nd. Year Objectives

1. To establish bilingual kindergartens in each project school area.

2. To provide project pupils in grades 1-5 of Urbahn and Sanchez Annex schools whose dominant language is Spanish but whose basic school instruction has been almost entirely in English with a student-centered Spanish-English language arts curriculum.

3. To provide last year's project fifth graders who are now in non-project sixth grades with follow-up Spanish language arts instruction.

4. To provide project pupils with varied learning experiences both within and without the school grounds.

5. For project teachers and staff to develop greater proficiency in their English and Spanish language skills, competency in professional skills and increased effectiveness in their interpersonal relationships.

6. To promote community involvement and support in all aspects of the bilingual program.

Because not all data has been analyzed, it is not known exactly which objectives must be modified for the 2nd. year of the project. At this time, however, it is anticipated that there will be no changes in the global project objectives but that numerous modifications will be made in the more specific behavioral objectives as they relate to the individual components. The inclusion of a kindergarten component and the deletion of the 6th. grade from the original plan obviously will involve certain changes in objectives.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not mentioned	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM								
II E-DOM - EMT				✓	✓			
III E-DOM/NEMT				✓	✓			

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 9
I_2 9
II 9

11.5 Second language learning for English dominant students is projected through grade:

11.5 I_2 6
II 6

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT								✓						
II_2 N-EMT/E Dom								✓						

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 8

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
PreK				Pre K
1	160	200	m, s, ss	1 80%
2	120	200		2 60%
3	100	200		3 50%
4	80	200		4 40%
5	60	200		5 30%
6	40	200		6 20%
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

11.5 Second language learning for English dominant students is projected through grade: 11.5 I 6 II 6

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	✓	...	...	...	...	...	...
IIb N-EMT/E Dom	...	...	...	...	...	...	...	✓	...	...	...	...	...	...

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 8

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
PreK				Pre K
1	160	200	m, s, ss	1 80%
2	120	200		2 60%
3	100	200		3 50%
4	80	200		4 40%
5	60	200		5 30%
6	40	200		6 20%
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

SUCH A FEW PUPILS INVOLVED THAT DETAILS ARE WORKED OUT IN INDIVIDUAL ROOMS.

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2 - TWO - WAY

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1	NA			1
2	NA			2
3	40	200	2. Arts, Sci.	3
4	40	"	"	4
5	40	"	"	5
6	NA			6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 25

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
✓ 2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
✓ 5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

Except during oral second language practice.

12.0 METHODS OF SECOND LANGUAGE TEACHING

	...min. per day of instruction through N-EIT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EIT
PreK				Pre K
1	NA			1
2	NA			2
3	40	200	2. Arth, Sci.	3
4	40	"	"	4
5	40	"	"	5
6	NA			6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 25

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
✓ 2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
✓ 5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EIT pupils.
8-other (summarize)

Except during oral second language practice.

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1, 2b, 2a

✓ 1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational--cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

BILINGUAL PROCEDURES

PRODUCT

A. SAMPLE COMPONENT NAME Instruction B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL K-1

D. NO. OF PARTICIPANTS 110

E. Program Objectives: To provide project pupil kindergarten and first grade pupils of Sanchez Annex and Urbahn School with a highly structured Spanish language kindergarten program that stresses oral language concept developement, an enriched learning environment and English-as-a second language.

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting including due date
1. Upon completion of each learning unit of the Michigan Oral Language Preschool Conceptual Bilingual Program, project pupils should be able to follow oral directions given in Spanish by the teacher with 90% accuracy.	Every week for 6-9 weeks.	Classroom teacher.	Each week with report to project director.
PROCESS			
1. Classroom teachers will adapt and use the Michigan Oral Language Preschool Conceptual Bilingual Program and follow the suggested Staff developed skills.	Taped daily samples of Spanish language circle activities conducted by teacher.	Teacher.	Aide and Teacher to discuss and evaluate each day. Results summarized weekly in conference with staff member.

✓ 2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

✓ 2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-H* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned: 13.1 IB 4 IIB 4

1-concurrently with dominant language listening-speaking skills	---		---	
2-after a specified level of competency achieved in listening-speaking skills in dominant language	---		---	
3-a specified period of time after listening-speaking skills in dominant language taught	---		---	
4-before any specified level of listening-speaking competence achieved in dominant language	✓		✓	

13.2 ALH sequence followed: 13.2 IA 4 IB 1 IIA 4 IIB 1

1-Listening-speaking proficiency precedes introduction of reading	---	✓	---	✓
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---
4-There is some overlap between learning to read and to write	✓	---	✓	---

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-H* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 4 IIB 4
1-concurrently with dominant language listening-speaking skills		---		---	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		---		---	
3-a specified period of time after listening-speaking skills in dominant language taught		---		---	
4-before any specified level of listening-speaking competence achieved in dominant language		✓		✓	
13.2 ALH sequence followed:					13.2 IA 4 IB 1 IIA 4 IIB 1
1-Listening-speaking proficiency precedes introduction of reading	---	✓	---	✓	
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---	
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---	
4-There is some overlap between learning to read and to write	✓	---	✓	---	
13.3 Listening-speaking proficiency determined by:					13.3 IA 2 IB 2 IIA 2 IIB 2
1-measure of listening-speaking proficiency	---	---	---	---	
2-informal assessment by teacher	✓	✓	✓	✓	
13.4 Second language reading skills are learned:					13.4 IB 2 IIB 2
1-concurrently with learning to read in dominant language		---		---	
2-after a specified level of dominant language reading competence/ achievement		✓		✓	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		---		---	
4-before learning to read in dominant language		---		---	

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K					13.5 IA 1, 2, 3
1	✓	✓	✓	✓	IB 1, 2, 3
2	✓	✓	✓	✓	IIA 1, 2, 3
3	✓	✓	✓	✓	IIB 1, 2, 3
13.6 Reading readiness is determined by: 1-test of reading readiness	✓	✓	✓	✓	13.6 IA 1, 2
2-informal teacher assessment	✓	✓	✓	✓	IB 1, 2
					IIA 1, 2
					IIB 1, 2
13.7 Grade level reading is expected: 1-in first grade					13.7 IA N.S.
2-in second grade					IB N.S.
3-in third grade					IIA N.S.
4-in fourth grade					IIB N.S.
5-in fifth grade					
6-in sixth grade					
7-other (specify)	none				

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB N.S.
IIB N.S.

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 5, 4
II 2, 5, 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	✓

(I.P.-p.7 C'71-p.5)

3 ✓ ✓ ✓ ✓

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

✓ ✓ ✓ ✓
✓ — — —

13.6 IA 1, 2
IB 1, 2
IIA 1, 2
IIB 1, 2

13.7 Grade level reading is expected:

1-in first grade	—	—	—	—
2-in second grade	—	—	—	—
3-in third grade	—	—	—	—
4-in fourth grade	—	—	—	—
5-in fifth grade	—	—	—	—
6-in sixth grade	—	—	—	—
7-other (specify)	none		—	—

13.7 IA N.S.
IB N.S.
IIA N.S.
IIB N.S.

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB N.S.
IIB N.S.

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 5, 4
II 2, 5, 4

(I.P. - p.7
C'71 - p.5)

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		—
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	✓
3-Second language learning is always integrated with the learning of oourse content (such as social studies) or as a medium of cognitive development.	—	—
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	✓	✓
5-Different academic content is taught in the second language from that which is taught in the native language.	✓	✓
0-not specified	—	—
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I		II		15.0 IA 1
	Non Eng. dom. students		Eng. dom. students		IB 2
	A -in dom. lang.	B 2nd lang.	A Eng.	B 2nd lang.	IIA 1
					IIb 2
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	✓	—	✓	—	
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	✓	—	✓	
3-Other (specify)	—	—	—	—	
0-Not specified	—	—	—	—	

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

16.1 IA 2, 4 / IB 1,2, 4 / IIA 1,2, 4 / IIB 2, 4

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	✓	✓	—
2-Basal readers (LAIDLAW-SANISH SERIES)	✓	✓	✓	✓
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	✓	✓	✓	✓

C'71-p.5

16.2 If some reading material is in the child's dialect, indicate how long it is used:

16.2 IA N.S. IIA N.S.

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.3 The following are techniques and materials used for second language learning:

✓ 0-none specified	—	—
✓ 1-pattern drills	✓	✓
✓ 2-dialog memorization	✓	✓
✓ 3-choral repetition	✓	✓
✓ 4-songs	✓	✓
✓ 5-programmed instruction	✓	✓
✓ 6-stories read to children	✓	✓
AUDIO VISUAL AIDES		
✓ 7-films, filmstrips (I.P.-p.32)	✓	✓

aiming toward child's eventual control of the standard form. ✓ — ✓ —

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. — ✓ — ✓

3-Other (specify) — — — —

0-Not specified — — — —

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

16.1 IA 2, 4 IB 1, 2, 4 IIA 1, 2, 4 IIB 2, 4

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) — ✓ — ✓

2-Basal readers (LAIDLAW - SPANISH SERIES) ✓ ✓ ✓ ✓

3-Dialect readers — — — — C'71-p.5

4-Experience charts (stories dictated by children) ✓ ✓ ✓ ✓

16.2 If some reading material is in the child's dialect, indicate how long it is used:

16.2 IA N.S. IIA N.S.

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.3 The following are techniques and materials used for second language learning:

0-none specified — —
1-pattern drills ✓ ✓
2-dialog memorization ✓ ✓
3-choral repetition ✓ ✓
4-songs ✓ ✓
5-programmed instruction ✓ ✓
6-stories read to children ✓ ✓

AUDIO VISUAL AIDES

7-films, filmstrips (I.P.-p.32) ✓ ✓
8-flannel or magnetic boards ✓ ✓
9-realia, graphic displays (C-p.14) ✓ ✓
10-records, tapes (C-p.14) ✓ ✓
11-listening centers (I.P.-p.32) ✓ ✓
12-multi-media approach ✓ —

Experiential:

13-role playing ✓ ✓
14-puppetry ✓ ✓
15-experience charts ✓ ✓
16-primary typewriter (I.P.-p.32) ✓ ✓
17-learning through direct experience with materials e.g. Montessori ✓ ✓
18-activity centers-chosen by child (18) ✓ limited to 1 or 2 centers per room ✓
19-other (specify) — —

Learning outside the classroom:

20-field trips (I.P.-p.32) ✓ ✓
21-suggested TV programs ✓ ✓
22-other (specify) — —

LANGUAGE MASTERS (C-p.16) ✓ ✓

23- Photography ✓ ✓

16.4 The sources of Non-English materials and textbooks are: (mark all that apply) 16.4 4, 9, 2, 3, 4, 8, 10, 11 (C'71-p.5)

0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which) (Miami)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1

See Copy 15a

0-not specified
1-~~Never attached~~-page and document (C'71-p.5)

① Miami Linguistic Readers
② Distar Reading Program
③ Spanish Laidlaw Series
④ Método Onomatopéyico → cont'd over.

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 N.S. ?

0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: (mark all that apply) 17.2 N.S.

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)		
3-individual instruction		

17.3 Criteria for grouping:

	Students			
0-not specified	I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT	17.3 I-1
1-by age	✓	✓	✓	II-1
2-by native language				III-1
3-by dominant language				(GRADED CLASSES)
4-by language proficiency				

(specify how this is determined)
✓8-are cross cultural
✓9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
✓11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-~~never attached~~-page and document (C'71-p.5)
① Miami Linguistic Readers
② Distar Reading Program
③ Spanish Laidlaw Series
④ Método Onomatopéyico

See Copy 15a

→ cont'd over.

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 N.S. ?
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 N.S.
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)		
3-individual instruction		

17.3 Criteria for grouping: 17.3 I-1, II-1, III-1 (GRADED CLASSES)

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age	✓	✓	✓
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 2,3,1,4 (INF.-I.R.-p.19) (C-AMENDED-p.9
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

TUTORING IS USED ONLY FOR ENGLISH LANGUAGE LEARNING FOR THE FIRST YEAR — AFTER THAT

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 ~~1~~,2,3,4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

MAINLY IN SPANISH.

15a

Question 16.5 MATERIALS

5 - Story of Mexican-Americans
6 - Mexican American Source Book
7 - El Grito
8 - C. Lopez Lay Series
9 - Delgadello Series
10 - Basurto Series
11 - Hernandez Ruiz Series
12 - Arboleda Series
13 - Alborada Series
14 - Sonata Series
15 - Serie Matematica Fondo Escolar

Reference Books:
16 - Enciclopedia Barsa
17 - Mis Primeros Conocimientos
18 - Enciclopedia de Oro
19 - UNESCO Film Strips.

18.3 Parent tutoring: (mark all that apply) 18.3 N.S.

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 ~~4,6,5,7~~

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexibl or modular scheduling
✓4-small group instruction (C'71-p.6)
✓5-individualized learning
6-open classroom
✓7-guided discovery and inquiry
✓8-a curriculum which is both child and subject-centered (C-p.10)
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

SCHOOL IS MOVING INTO FLEXIBLE SCHEDULING THIS YEAR.

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
✓0-method not mentioned 20.1 ~~1,2,3,4,5,6~~
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
✓2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
✓3-labeling and discussion of concepts related to time, space, distance, position
✓4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
✓5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
✓6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

19.0 CURRICULUM PATTERNS

19.0 ~~4,8,5,7~~

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

SCHOOL IS MOVING INTO FLEXIBLE SCHEDULING THIS YEAR.

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
✓ 4-small group instruction (C'71-p.6)
✓ 5-individualized learning
6-open classroom
✓ 7-guided discovery and inquiry
✓ 8-a curriculum which is both child and subject-centered (C-p.10)
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

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20.1 ~~1,2,3,4,5,6~~

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✓ 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
✓ 3-labeling and discussion of concepts related to time, space, distance, position
✓ 4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
✓ 5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
✓ 6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

20.2 1

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

1-Multi-media materials: 1- Guild Ent. Soc. St. multi-media Kit
2- UNESCO FILMSTRIPS - RECORDS
3 - MATH - SCIENCE MANIPULATIVES

2-Multi-Level Reading materials 1- SRA 3- Garrard Press
2- Field Ent. 4- Wide Rge., Eng/Span Bks.

3- Science Curr. Supp. Study - process - oriented/discovery approach / Life/Physical Sci

4- Programmed Study Aids - Grolier

21.0 SELF-ESTEEM: 21.0 1,2,3,4,5,6,7, 8, , 10,11,14, 21

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
✓ 1-through role-playing
✓ 2-puppetry
3-language-experience approach: students dictate stories from their own experience
✓ 4-teacher accepts, acknowledges ideas and feelings (INF. - C'71-p.4)
✓ 5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
✓ 6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
✓ 7-teacher provides experiences leading to competency and success
✓ 8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
✓ 9-other (specify) (xerox or summarize) document page # 21- adapted Palomares and Wm. Glasser materials
Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
✓ 10-pupils act as tutors for other pupils
✓ 11-puils have some options in choice of curriculum
✓ 12-pupils choose activities from a variety of interest centers > this year's goal.
13-older puils participate in curriculum planning and/or development
✓ 14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

4-teacher accepts, acknowledges ideas and feelings (INF. - C 71-p. 4)
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
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9-other (specify) (xerox or summarize) document page # 21. adapted Palomares and Wm. Glasser materials

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10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

this year's goal.

22.0 LEARNING STRATEGIES 22.0 0

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Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 3,5,6
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1, 2, 3, 6, 7
0-no bicultural component mentioned
✓ 1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
✓ 2- Historical-cultural heritage of the past--contributions to art and science
✓ 3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
✓ 5-A specific culture only e.g. one Indian tribe
✓ 6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
✓ 7-A third culture different from NEMT or EMT
8-Other (specify)

(I.P. - p.8 MENTIONS UNIT ON FOLKLORE, ART, MUSIC, ETC. OF THE AMERICAS, BUT NOWHERE ELSE IS A CULTURAL COMPONENT MENTIONED.)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
✓ 2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

PROJECT EXEMPLIFIES MULTI CULTURAL INPUTS.

DIR: P. RICAN
EVAL: MEX.-AMER.

Consultants:
Ex: (1) Cuban (1) Hisp.-Amer.
(1) Mexican (1) Scotch-Irish,

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 0-none mentioned — 23.3 0

23.4 In the bicultural compenent knowledge of the N-NNT culture involves (mark all that apply) — 23.4 ~~1, 2, 3,~~ 6, 7

0-no bicultural component mentioned
✓ 1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
✓ 2-Historical-cultural heritage of the past--contributions to art and science
✓ 3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
✓ 5-A specific culture only e.g. one Indian tribe
✓ 6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
✓ 7-A third culture different from NEMT or NMT
8-Other (specify)

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✓ 2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

PROJECT EXEMPLIFIES MULTI CULTURAL INPUTS.

DIR: P. RICAN
EVAL: MEX.-AMER.
RESOURCE STAFF: 1-MEX.AMER, 1-ANGLO-AMER, 1-SPANISH

Consultants:
Et: (1) Cuban (1) Irish-Amer.
(1) Mexican (1) Scotch-Irish
(1) Irish-French

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: — 24.1 ~~1, 3~~

0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned but EXISTED

24.2 An ethnic studies library is provided for: — 24.2 ~~YES~~ 1,3

0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

TITLES AVAILABLE-
1- MEX-AMER. GROUPS
2 - INDIAN GROUPS
3 - BLACK GROUPS
4 - OTHER AMERICAN GROUPS
5 - SOUTH, CENTRAL AMERICAN GROUPS
6 - ASIANS

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)

24.3 3, 6, 4, 8, 9, 11

(I.P. - p.24)

0-method not specified
no-no provision for informing community
✓ 1 bilingual newsletter
2 monolingual newsletter
✓ 3 ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
✓ 6-formal meetings
✓ 7-informal meetings open to entire community
✓ 8-meetings conducted in both languages
✓ 9-home visits
10-other (specify)
✓ 11-project director personally involved in program dissemination. specify how 1 - meet with Community Agencies and Project School Groups:
2 - serve as spkrs to gr. college, univ. classes
* 3. meet with psychiatric groups interested in

24.4 Community involvement in the formulation of school policies and programs is sought through:

24.4 5, 4, 6, 2

how we use interpersonal communication in our writing educ. program.

0-type not specified
no-not sought
1 existing community groups working with program
✓ 2-bilingual questionnaires
3 community-school staff committees to be dev. this year
✓ 4 community advisory groups
✓ 5-formal meetins open to the entire community
✓ 6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

see above.

24.5 The school keeps informed about community interests, events and problems through:

24.5 2, 3, 4

(I.P. - p.24)

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
✓ 2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

7-informal meetings open to entire community
✓ 8-meetings conducted in both languages
✓ 9-home visits
✓ 10-other (specify)
✓ 11-project director personally involved in program dissemination. specify how 1-meet with Community Agencies and Project School Groups:
2-serve as spkrs to pr. college, univ. classes
* 3. meet with psychiatric groups interested in

24.4 Community involvement in the formulation of school policies and programs is sought through:
24.4 5, 4, 6, 2
0-type not specified
no-not sought
1-existing community groups working with program
✓ 2-bilingual questionnaires
3-community-school staff committees to be dev. this year
✓ 4-community advisory groups
✓ 5-formal meetins open to the entire community
✓ 6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how
see above.

how we use interpersonal communication in our bilingual educ. program.

24.5 The school keeps informed about community interests, events and problems through:
24.5 2, 3, 4
(I.P. - p.24)
no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
✓ 2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through:
24.6 3 - NS
0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:
25.1 1, 3, 4, 6
(IP. - p. 24)
✓ 1-newspaper articles
2-radio programs
✓ 3-TV programs
✓ 4-video-tapes
5-films
✓ 6-visitors to observe the program

25.2 Project's impact: 25.2 1,3

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program (INF.-I.P.-p.8)

2-Project mentions other schools in the local educational system have started bilingual programs

3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR See Xerox Copy 20a

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1,2,3,4

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 2
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3,6,8
1-Pre-tests have been given to project group or sample (EVI-pp.3,4)
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

PROJECT EVALUATOR To be employed

Working under the direction of the superintendent and the project director, the LEA Project Evaluator:

1. Analyses basic needs and data of the problem for a project.
2. Establishes hypotheses to be tested.
3. Selects and/or helps prepare the tests, measuring devices, questionnaires, survey techniques, projective devices, personality and attitude scales, sociometric systems, etc., by means of which he may validly determine whether the instructional and other objectives, as stated in the proposal, are being reached and have been attained.
4. Formulates specific research and/or other educational design as a means of arriving at supportable conclusions to determine whether program goals have been met.
5. Administers or supervices the administration of testing and survey programs for the purpose of gathering aptitude, achievement, interest, and other scores in the cognitive and affective domains. Insures that such data are obtained in a manner to insure the reliability of results.
6. Subjects scores and other data to analysis using automatic data processing systems as needed. Conducts both descriptive and predictive analyses.
7. Evaluates all aspects of the educational process and system including management, context, procedures, and product.
8. Determines cost effectiveness of project.
9. Applies standards for staff selection and work, for procurement and operation of facilities, and for evaluation of instructional materials and equipment.
10. Prepare interim and terminal reports on the results of evaluation.
11. Reports findings and recommendations to the Project Director, Independent Educational Accomplishment Auditor, and OE Program Officer.
12. Assesses progress of both the entire program and its major components to determine appropriateness of individual program elements in terms of the desired goals.

QUALIFICATIONS

1. B.S., M.S. in tests and measurements, statistics.
2. Three or more years experience in educational evaluation or related area.